**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:** 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **The Envision Lesson:** 4-9: Problem Solving: Drawing a Picture and Write an Equation | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Make copies of Teaching Tool 1 “Problem-Solving Recording Sheet”   * You may consider shrinking them down to either 2 or 4 per page and then running them 2-sided to save paper   Prepare Center Activity 4-9\* and 4-9\*\* | Review:  Represent/Representation  Equation |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?    1. Call on students to review terms 2. How will you provide multiple opportunities for vocabulary to be used in context?    1. Because this is a review of terms that students should already know (represent, equation), both terms will be used frequently throughout the lesson | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pose the question: Sarah has 28 pencils. She shares them between her 5 friends. How many pencils will each of her friends get? How many pencils will Sarah have remaining?  Ask students to show how they would draw that math situation with a picture.  If necessary, you can call 5 students to the front of the room and have them physically share out 28 pencils.  Students will work in pairs, sharing a whiteboard.  Additional problems with two-digit dividends:   * Sara has 49 packets of chips. She must share these equally between her 4 friends. How many chip packets will each friend get? How many will Sarah have remaining? * There are 52 books on the shelf. They need to be shared equally amongst 5 table groups in the class. How many books will there be on each table? Will there be any left over? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Introduce the “Problem Solving Recording Sheet” (Teaching Tool 1) and use the introduction on page 110B to show how to use it. * Use the *Problem Solving* box on the top of pages 110-111 and model the use of the “Draw a Picture” strategy to solve the problem * If needed, repeat with the story problem from *Another Example* on page 110. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Assign students to work with a partner to complete problems 1-3 on page 111. * Students can pick any seven problems within the rest of the problem set to work independently. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Center Activity 4-9\* and 4-9\*\* | |
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| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? 2. Will you discuss homework? Is so, when? | |